

Ribchester Nursery School

Inspection report for early years provision

Unique Reference Number	309441
Inspection date	20 November 2007
Inspector	Wendy Fitton

Setting Address	St Peter & St Paul Parish Centre, Stydd Lane, Ribchester, Lancashire, PR3 3YQ
Telephone number	01254 878 288
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Registered person	Julie Patricia Joyce
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Ribchester Nursery School opened as a private day nursery in 1996 and is housed in a converted school which is a shared community building run by a church committee. The nursery is owned by a private provider and serves a small village community in Ribchester, Lancashire.

The nursery is registered to provide full day care for a maximum of 24 children aged from two years up to five years. There are currently 27 children on roll and of these, 12 children are in receipt of funding for nursery education. The nursery is open Monday to Friday term-time only and offers full and part-time sessions from 08.45 to 16.00.

Children have access to a main playroom, toilet facilities and outdoor grounds. There are staff facilities and a food preparation area.

There are five staff working directly with the children, including the provider who is the responsible manager; most staff have qualifications in childcare, first aid and food hygiene. The provider is a qualified teacher who has completed a professional qualification in early years specialism.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well protected from infection and are well taken care of if they have an accident or become ill because staff follow current and appropriate environmental health and hygiene guidelines. Children are encouraged to hand wash before their snack and after using the bathroom. Staff wipe tables after activities and wash their own hands before preparing food. Staff talk to the children about germs and how to clean their hands thoroughly, and children to relate to the posters and pictures displayed. Children's medical needs are well met as most staff have up to date first aid qualifications; written consent from parents for medicine and emergency medical treatment is available; accident records are maintained correctly; and there is up to date information on communicable diseases and sickness procedures.

Children are really well nourished and have their individual health and dietary needs met because staff know about any allergies and religious or cultural needs. They have a variety of healthy snacks that include toast, cheese, fruit and vegetable sticks. Milk or water is provided and children bring their own individual water bottles to access throughout the sessions. Some staff have basic food hygiene certificates and there is a detailed food and drink policy for parents giving information about healthy foods and storage. Included in the policy is information about any special dietary needs and sample menus to cater for any religious or cultural needs. Children pour their own drinks and choose snacks according to their own needs and wishes and enjoy the positive social occasion with friends.

Children develop their physical skills and learn about the importance of fresh air and exercise. Outdoor play activities are planned as part of the indoor environment and children play outside everyday regardless of the weather. They use the large equipment and climb on the slides, crawl through the tunnels and pedal and ride the wheeled toys. Children really enjoy the nature walks around the village and participate in group singing, dancing and making music. Children can relax and recharge their bodies when they listen to stories and sit quietly in the book area. Children's hand-eye coordination is well developed as they use small tools as they paint, draw, thread and construct.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well cared for in a warm, bright, welcoming and child-centred environment. The group operates from a local community building and rooms are well planned to meet the varying ages and stages of development. There is a main playroom and children can play freely without any restrictions; there are suitable toilet facilities and outdoor playgrounds. Children feel a sense of belonging as they see their own artwork displayed and bright posters, pictures and displays for them to relate to. The building is clean and well maintained and suitable for the purpose of the nursery needs.

Children make extensive choices from a range of safe, suitable and appropriate play materials, equipment and furniture. There are child-sized tables and chairs, cosy areas with mats, cushions and beanbags and domestic style furniture for younger children. Children enjoy playing with role-play equipment, construction toys, small world equipment, art and craft materials, computer, sand and play dough. The storage of equipment and toys enables children to make decisions and enhance their play by choosing resources.

Children are really safe and secure because staff follow detailed policies and procedures and have necessary safety features in place. For example, safety gates are in place, fire evacuation procedures are followed, the main entrance is locked during sessions and there are booking in and out procedures. Children are protected from any risks or dangers as there are detailed emergency procedures in place, current liability insurance is displayed and the outdoor area is secure and free from any hazards. There are detailed health and safety checks carried out on all areas and equipment.

Children are protected and safeguarded because staff know and understand their responsibilities in protecting children. The manager is the designated responsible person and has completed the training in line with the local safeguarding children board. Staff know to record and monitor any concerns and report to the manager. There is a policy and procedure in place that is signed and acknowledged by parents and includes information in the event of an allegation against staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children's care, learning and play are enhanced and supported as staff plan and provide a range of activities and experiences to support children's physical, social, emotional and intellectual development. Children develop real confidence and have good self-esteem as they play happily and are reassured and well-cared for by gentle, caring adults. The environment is calm and child-led according to children's needs, wishes and interests. Children develop their social and independence skills as they access their own drinks, take turns and share, choose resources and help with tidying up and putting on their coats. Children really enjoy their time in the nursery and play with a purpose, concentrate and focus as they acquire new knowledge and skills. For example, they dress up and role-play, explore the outdoor environment, create pictures and paintings in the workshop area, experiment in the water and sand and construct buildings with bricks and blocks. Children have very positive relationships with staff and each other as they respond to questioning, talk about what they are doing and share any news. Staff support the children in their play and show interest and enthusiasm allowing children to make their own decisions.

Nursery education

The quality of teaching and learning is good. Children are very interested and motivated as they play with purpose and focus and independently choose what they want to do. They are polite and well-mannered and say 'excuse me' when wishing to speak to adults. They concentrate and persist for some time when using the computer. Children take on responsibility for their own needs as they pour their own drinks, wipe noses and tend to their own needs at the bathroom. Children learn about their own community and the wider world as they carry out activities linked to different countries and cultures, celebrate festivals and invite the local services to visit them and talk about their roles.

Children develop their confidence through communication, language, writing and reading. They enjoy rhyming songs and hear and say sounds using phonics. There are clear labels on everyday objects and displays and children can follow the story text when listening to the story tape. Children enjoy familiar stories and access the comfortable book area, turning pages and following text. Children practice their writing and handwriting as they use sand, paint, crayons and finger painting. Children discover maths through size, shape, numbers and problem solving. They count the numbers of the children who need a musical instrument, calculate that the bridge

they construct needs to be wider to fit on two cars, distinguish between light and heavy when they use the scales to weigh objects and practice number recognition when gathering cubes and matching to a written number.

Children explore and discover the world around them as they make a herb garden and watch how things grow. They use their exploration and investigation skills and talk about what they see and feel on the sensory walk in the village. Children learn how to operate technology and use of electrical equipment as they stop and start the tape recorder, moving the tape forward and backwards, and skilfully use the mouse to play the memory game on the computer. Children use their imagination in the creative area as they paint freely, mixing colours, and as they take on adult roles in the home corner. They construct their own buildings, towers and a rocket with bricks and interlocking shapes. Children delight in taking part in music and movement as they use musical instruments and respond to rhythm and sounds.

Children's starting points and needs are clearly identified as staff find out about children's skills and interests through discussion with parents. 'All about me' information is detailed and helps staff to plan for children's learning needs. The planning encompasses all areas of learning and there is a good balance and range of activities and experiences. There are continuous provision areas throughout the day and free play and focused activities are available. Staff openly question children and support them to achieve as much as they can. Staff carry out planned observations and keep a record of any significant comments in order to plan for the next stage of learning. Teaching methods interest the children and help them to stay focused, persist and concentrate whilst learning and extending their skills. Each child has a progress file with various pieces of work, pictures and creations. There are limited photographs of children carrying out activities to assist staff with individual planning or to enhance the environment for children to relate to and learn from.

Helping children make a positive contribution

The provision is good.

Children are well cared for by staff who work well with parents to meet individual needs and ensure they are fully included in the life of the setting. All activities and experiences are suited to each child and their needs and interests. Children feel a sense of belonging as they are welcomed to the setting and their families and lifestyles are respected and acknowledged. Children have equal access to all toys, space and resources and self-select as they wish to. Children learn about the wider world and their community as they welcome visitors from the local village, dress up, celebrate festivals and see books, pictures and dolls from around the world. Staff have good knowledge and understanding of children who may have learning difficulties or disabilities. They take appropriate action in partnership with parents and plan an individual care or education plan and follow the differentiation aspect when planning any activities.

Children behave well and are positive, well mannered and courteous. There are positive strategies in place for dealing with any challenging behaviour and staff discourage any negative behaviour through distraction or alternative activities. There are detailed policies and procedures in place, dealing with bullying, behavioural incidents and any care or management strategies. Children take on responsibility for managing their own behaviour and are gently reminded by staff to listen, share and help each other. Staff present as good role models to children as they are positive, calm and nurturing towards children, and positively praise and encourage their efforts and achievements.

Children really benefit when they observe positive relationships between their parents and staff to help them feel secure. Staff welcome parents and encourage them to be involved in the their child's routine and settling-in. Parents receive a welcome brochure when care begins and this details all organisational information and policies. A noticeboard displays routines, staffing details and weekly activities and themes. Parents give written consent for the various activities and administrations and acknowledge the agreement to policies.

Partnership with parents and carers in relation to nursery education is good. Parents receive detailed information about the six areas of learning and are given activity ideas to carry out at home. Children and parents participate in a library book scheme, and children take a book home to read with parents and comments are noted. Staff discuss and monitor children's progress with parents and liaison meetings are in place to keep parents up to date with children's development and progress and planning for the next stage. Parents can view their child's profile at any time and staff are available to discuss routines at the end of the session.

Children's spiritual, moral, social and cultural development is fostered. They learn about their community and the wider world as they welcome visitors and participate in cultural themes and festivals. Children take on responsibility for their own behaviour and positively support and respect each other through sharing, turn taking and helping each other to feel settled and secure. They thrive from positive relationships with staff and develop good social skills as they play harmoniously in groups and alongside each other. Children are very confident and have good self-esteem through positive praise and encouragement.

Organisation

The organisation is good.

Children are really safe and their welfare is enhanced because staff are experienced, qualified and vetted to ensure children are protected and safeguarded. The staff work well as a team and are aware of their roles and responsibilities. The owner is present each day and ensures that staff are consistent and working effectively. Most staff have early years qualifications and some training is available, however, the manager is waiting to ensure that staff access any new programmes of training to develop their knowledge and skills. There are effective systems in place to monitor staff through appraisals and staff meetings. All staff have individual personnel files that include all regulatory information and individual employment details.

Children are well supported as they are part of a well organised environment where they can play, eat and rest in comfort and safety to promote their development. They receive good support from staff and there is one-to-one time available to promote children's learning. The operational plan details how space is used and children access a main playroom set up into clearly defined activity areas, access to outdoor play areas and necessary facilities. Children feel secure and are familiar with the routines and rhythms of the sessions. They experience free and planned activities, snack-time, group and circle time and activities in the outdoor environment.

Children's welfare, care and learning are promoted as all records, policies and procedures are in place and up to date for the efficient and safe management of the provision. All regulatory records are available and include attendance details, medicine, accident and children's detail records. There is detailed organisational information that is reviewed and updated in line with any changes in legislation. There are policies and procedures that work in practice and these include admissions, arrival and collection, equal opportunities and behaviour management.

The leadership and management are good. The owner works with the staff and children on a daily basis and takes on full responsibility for monitoring staff through appraisal and observation. There is a clear vision to ensure that all staff are qualified and to gain the quality award. The owner identifies strengths of close working with parents and knowing the children well. She highlights areas for development in staff training and making links with the teacher team and local school and nurseries. There is a good focus on staff appraisal and ensuring that staff performance is monitored through one-to-one meetings and group meetings.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to ensure the daily register shows actual times of the attendance of children. There is now a booking in and out record of children, staff and visitors and therefore children's safety has now been enhanced.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update staff knowledge and training in line with any new practice and frameworks.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide photographic evidence to enhance the environment and to show the activities that children experience to support their learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk